

Subject Name:	Art
Curriculum Intent Statement	
<p>Our intent is to deliver a curriculum that develops creativity, sets challenges, engages and inspires children and equips them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Our curriculum will also expose children to a variety of artists and styles from through the years.</p>	
Autumn Term 1	
<p>Unit Name – Tudor Monarch</p> <ul style="list-style-type: none"> • BLG: To paint a portrait of a Tudor Monarch • I can record sketches in my topic book of Tudor monarchs and add detailed notes, and quotes explaining my opinions and reflections. • I can show a progression of sketches which show how I have improved my accuracy. • I can create all the colours I need through mixing prime colours. • I can adapt and refine my work keeping notes and annotations in my book. 	
Autumn Term 2	
<p>Unit Name – Roman Pottery</p> <p>Key objectives:</p> <ul style="list-style-type: none"> • You will be able to experiment with and combine materials and processes to design and make 3D form. • You will be able to design a clay pot with and say what my work is influenced by. • In: You will be able to sculpt clay and other mouldable materials. • You will be able to keep a record about the styles and qualities in my work and evaluate the final piece. • BLG (Impact): All of these skills and knowledge will allow you to design and create a Roman Vase. 	
Spring Term 1	
<p>Unit Name – Action</p> <p>Key objectives:</p> <ul style="list-style-type: none"> • In this unit children explore how to convey movement in their work. • They explore dynamic activities such as sport, dance, drama and music as a starting point for making work in two dimensions. • They look at how the idea of movement is shown in different kinds of art, such as photography, illustrations, cartoons, paintings, prints, and experiment with different methods and techniques to show movement 	

Spring Term 2
N/A
Summer Term 1
N/A
Summer Term 2
Unit Name – A Sense of Place
Key objectives:
<ul style="list-style-type: none">• In this unit children explore the rural and/or urban landscape as a starting point for two-dimensional work. They record their observations through drawing and photography. They use shape, form, space, colour, texture and pattern to develop and communicate their ideas in a painting. They consider the ideas, methods and approaches of artists who have responded to landscapes in different ways.